***Balanced Assessment: A Gifted Learner Support System***

**(60 minute workshop)**

**GRT Outline**

Overview: *This high school module will have participants consider the importance of creating a balanced assessment system that enhances and supports gifted learner benchmarks and outcomes. In addition to identifying and reviewing the integral components of a balanced assessment system, participants will also consider how to use data from both pre and formative assessments to determine best practices for differentiated instruction.*

Materials Needed: *PowerPoint and corresponding presentation handouts/slide not pages, 1 copy per participant of article entitled “Learning to Love Assessment” from Educational Leadership magazine; copies of Balanced Assessment continuum preassessment; copies of GRASPS example; copies of balanced assessment reflection; 1 exit ticket per participant.*

**Slide 1**- GRT introduces self and welcomes participants. GRT then distributes self-assessment handout and directs participants to rank themselves on a continuum from novice to expert based on their familiarity with a balanced assessment system. GRT then collects and uses these to differentiate participant readiness for the opening activity. GRT directs those participants who ranked themselves higher on the continuum to read the featured article “Learning to Love Assessment” and highlight a line that resonates with them. GRT directs those who ranked themselves on the lower end to circle or underline new or unfamiliar phrases/concepts in the article. After a few minutes, participants who ranked themselves on the higher end of the continuum will share their highlighted choice(s); those who consider themselves novices/emerging will be asked to add the words/phrases they underlined to a larger Post-It. These activities are intended to offer participants a differentiated delivery based on their preassessment. (5-7 minutes)

**Slide 2-** GRT will show the quote. (1 minute)

"Whether I liked it or not, informative assessment always demonstrated to me that my students' knowledge, understanding, and skill were emerging along different time continuums and at different depths. It became excruciatingly clear that my brilliant teaching was not equally brilliant for everyone in my classes. In other words, informative assessment helped me solidify a need for differentiation. "

**Slide 3**- GRT will share the *session goals* as stated on the slide. (1 minute)

**Slides 4-5** – GRT will refer to UbD stage 1 development, highlighting the Essential Questions, Enduring Understandings and KUD’s of the session. (2 minutes)

**Slide 6** –GRT will emphasize the need for the instructor to assume *the role of an assessor* as they consider what their summative assessment should reveal about student understanding. (2 minutes)

Evidence – Before designing a test or task, consider the general types of performances that are implied. E.G. – for example – regardless of the content, understanding is often revealed through comparing and contrasting or summarizing important ideas.

Characteristics – This is where criteria, rubrics, and exemplars will come into play.

Evidence – Does the evidence align with our learning goals from Stage 1 and are the results sufficiently unambiguous?

**Slide 7** –GRT refers to the four-part circle diagram to illustrate the balance assessment cycle and emphasizes the necessity of each component to provide meaningful learning. (2 minutes)

**Slide 8**- Using the *Here’s What, So What, Now What* protocol, GRT will pose the question “Why start with the summative piece?” as the *Here’s What* portion. Note: *Here’s what* will be used for all three assessment pieces to indicate their role in the balanced assessment system. The facilitator will be sure to emphasize that when planning a unit, beginning with the summative assessment assures that we achieve our desired results. Reflecting on acceptable evidence is necessary to demonstrate mastery, and will dictate which essential skills and knowledge will contribute to the culminating performance. (2 minutes)

**Slide 9** - GRT will pose the question “How does desired data inform the pre-assessment?”

The participants will be directed to reflect on the question for a moment and share their thoughts. (4 minutes)

**Slide 10** – GRT will pose the question “How does formative assessment inform instruction and provide students reflective opportunities about their own learning?” Participants will be directed to reflect on the question for a moment and share their thoughts. (3-4 minutes)

**Slide 11**- GRT will use the “So what?” protocol to consider a Stage 1 of a sample unit. Participants should be encouraged to think like an assessor. Facilitator will show a unit—stage 1. Facilitator will ask “So what does that look like?” Participants will study sample GRASPS to consider the following questions: *How does this align with stage one? What data will I need when beginning a sequence of teaching and learning? (Stage 3) How will I use this data? How will I scaffold formative assessments to provide me with pulse checks and students with opportunities to reflect and refine prior to the summative assessment?* (10-15 minutes)

**Slide 12**: Participants will share out their brainstorming for pre and formative assessment for the English 9Honors GRASPS/Stage One (2-3 minutes)

**Slide 13**: GRT will use the *Now what* protocol to pose the question “Now What… does this look like in my discipline?” Facilitator will direct participants to think like an assessor as they consider their own content areas. Facilitator will emphasize the following steps: 1. Review stage one. 2. Consider your summative performance piece 3. Outline the data you will need at the beginning of the unit. 4. What formative assessment tools can provide opportunities for assessor feedback and student reflection?

Facilitator will direct participants to look at the GRASP example. Allow time for participants to explore their content and reflect on their unit design. (10-15 minutes)

**Slide 14**: GRT will direct participants to return to the pre-assessment inventory and reflect on any changes in perspective and questions that remain. (If time permits, encourage participants to share their perspectives.) The GRT directs participants to create a SMART goal for a specific unit. Participants complete a *Balanced Assessment reflection* as well as the SMART goal section. (Note: The GRT should collect preassessment and reflective inventory to use for informing future planning with cluster teachers.) (5 minutes)

**Slides 15-17:** The facilitator shares a final thought, then directs the participants to complete the Evaluation/Exit Ticket. (2 minutes)